10,000, JUNE, 1947 (B748)
CIRCULAR 23

AMENDED

Cur
N.S.
Cir 23
1947
Cop 1A

CHEC
370.7309713
OSDER

ONTARIO

DEPARTMENT OF EDUCATION

CALENDAR

OF THE

NORMAL SCHOOLS

OF

ONTARIO

FOR

FIRST CLASS CERTIFICATES

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO
Printed and Published by Baptist Johnston
Printer to the King's Most Excellent Majesty
1947

10,000, JUNE, 1947 (B748)
CIRCULAR 23

ONTARIO

DEPARTMENT OF EDUCATION

CALENDAR

OF THE

NORMAL SCHOOLS

OF

ONTARIO

FOR

FIRST CLASS CERTIFICATES

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO

Printed and Published by Baptist Johnston
Printer to the King's Most Excellent Majesty

1947

Digitized by the Internet Archive
in 2025 with funding from
University of Toronto

https://archive.org/details/calendarofnormal00onta_3

CALENDAR

OF THE

NORMAL SCHOOLS

OF

ONTARIO

FOR

FIRST CLASS CERTIFICATES

Cur
N.S.
Cir 23
1947
copy 1A

CONTENTS

	Page
Important Notice	6
Location	7
Conditions of Admission	7
Other Requirements	8
Application for Admission	8
Sessions, Terms and Vacations	9
Duties of Staff	9
Duties of Teachers-in-Training	10
Text-Books	10
Library	10
Religious Instructions and the Literary Society	10
Programme of Studies: First Class Certificates	11
Modification of the Courses	11
Order and Grouping of the Courses	11
Apportionment of Time	12
Practice Schools	12
Directed Observation and Practice Teaching	13
Sessional Records	17
Final Standing	17
Permanent Certificates	20
Appeals	20
Special Provision for North Bay Normal School	20
Course of Study for Interim First Class Certificates	21
Science of Education	21
School Management	22
Speech	24
Reading	24
Literature	24
Composition	25
Grammar	25
Spelling	25
Library Methods	27
Mathematics	28
Social Studies	29
Religous Education	30
Science	31
Agriculture and Horticulture	31
Art	33
Writing	35
Music	35
Health	37
Physical Training	37
Crafts	38
Home Economics	39

Ministry of Education, Ontario
Historical Collection

IMPORTANT NOTICE

Before an applicant is finally admitted to a Normal School, he must pass a physical examination conducted by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $2.00 shall be paid by the applicant, will be given at the Normal Schools a few days before or after the opening of the term. The applicant will be given due notice of the time and place at which he is to present himself for the medical examination.

Applicants who are found to suffer from a physical condition not sufficiently serious to prevent their present entry into the teaching profession, but which condition in the course of time is likely to become aggravated, shall be required to sign a document waiving their right to be considered for a pension in case of retirement because of disability.

In the event of the rejection of the applicant in consequence of the medical examination, the Department of Education will refund (1) the medical examination fee of $2.00; (2) the actual cost of transportation both ways between the Normal School and the applicant's home; (3) a sum for board and lodging equal to 70c. a day from the date of the opening of the Normal School until the date on which the applicant was notified of his exclusion by the Principal of the Normal School.

COURSES OF STUDY AND EXAMINATIONS FOR FIRST CLASS CERTIFICATES

1. The courses for Interim First Class certificates are given at the Normal Schools at Hamilton, London, North Bay, Ottawa, Peterborough, Stratford and Toronto and at the rural and the urban schools which are used as practice schools in connection therewith.

CONDITIONS OF ADMISSION

2. For admission to the Interim First Class course, the applicant shall submit with his application *one* of the following:

(1) A certificate that he holds from a British University, a degree approved by the Minister as to standard and content of the courses.

(2) (*a*) Certificates that he has passed *nine* Grade XIII (Upper School) examination papers as follows:

(i) English Literature;

(ii) English Composition;

(iii) *Seven* papers chosen from History (1), Algebra (1), Geometry (1), Trigonometry and Statics (1), Botany (1), Zoology (1), Physics (1), Chemistry (1), Music (1), Latin (2), Greek (2), French (2), German (2), Spanish (2) and Italian (2); and

(*b*) Certificates that he has successfully completed Grades XI and XII (Middle School) courses in English, History, Mathematics and Science.

3. If the Minister has reason to believe that the number of applicants for admission to the Normal Schools in any year will fall short of the number required to supply the demand for teachers, he may, at his discretion, admit,

(*a*) to the course leading to an Interim First Class certificate, an applicant who holds standing in an *eight* Grade XIII (Upper School) papers;

(*b*) to the course leading to a Deferred Interim First Class certificate, an applicant who is at least seventeen years of age and who holds standing in any five Grade XIII (Upper School) papers. The Deferred Interim First Class certificate will be changed to a regular Interim First Class certificate upon submission of evidence of standing in any *eight* Grade XIII (Upper School) papers.

NOTE 1—In lieu of a Grade XIII certificate in Music, any *one* of the following will be accepted:

(a) The Grade VIII certificate from the Toronto Conservatory of Music in any practical subject other than Sight Singing, together with Grade II Theory;

(b) The Grade IV certificate of the Toronto Conservatory of Music in Theory;

(c) An equivalent certificate approved by the Minister.

NOTE 2—A candidate may submit:

(a) Grade XIII (Upper School) certificates in English Literature and English Composition in lieu of evidence of the successful completion of the Grades XI and XII (Middle School) course in English;

(b) Grade XIII (Upper School) certificates in French Literature and French Composition in lieu of evidence of the successful completion of the Grades XI and XII (Middle School) course in Special French;

(c) A Grade XIII (Upper School) certificate in History in lieu of evidence of the successful completion of the Grades XI and XII (Middle School) course in History;

(d) A Grade XIII (Upper School) certificate in *one* of Algebra, Geometry, or Trigonometry and Statics in lieu of evidence of the successful completion of the Grades XI and XII (Middle School) course in Mathematics;

(e) A Grade XIII (Upper School) certificate in *one* of Botany, Zoology, Physics or Chemistry in lieu of evidence of the successful completion of the Grades XI and XII (Middle School) course in Science.

NOTE 3—Where a language option has been selected, standing in both papers will be required.

NOTE 4—The academic requirements for entrance to the University of Ottawa Normal School are stated in Circular 23B.

OTHER REQUIREMENTS

4. Each applicant for admission to a Normal School shall also submit on official forms to be supplied to him on application to the Deputy Minister the following documents:

(1) A statement signed by himself that he applies for admission to a Normal School with the intention of teaching at the earliest opportunity;

(2) A statement that, if successful in obtaining a teacher's certificate, he will teach thereon in the Provincial Schools of Ontario for at least the first year of his teaching experience;

(3) A certificate from competent authority that he is a British subject;

(4) Either a certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or a declaration by one of the parents or other relative or other person cognizant of the fact, stating the date of his birth;

(5) A certificate from a clergyman or other competent authority that he is of good moral character.

APPLICATION FOR ADMISSION

5. (1) Application for admission, accompanied by the documents prescribed above, shall be made to the Deputy Minister not later than August 23rd on a form to be supplied by him. On receipt thereof the Deputy Minister will send the applicant a card of admission to the course for which he is an applicant. Without this card he will not be admitted.

(2) Candidates who have appealed against the results of the midsummer examination should apply for admission as above. If successful they will be admitted on the same terms as other applicants.

(3) Teachers-in-training who are required to re-attend the second term are strongly advised to repeat the entire session and, if possible, at a different Normal School. They shall make application for admission before September 1st, and on receipt of a card of admission shall enter not later than the

beginning of the second term and shall continue until the close of the session in June.

(4) Teachers-in-training who, through sickness or for other reasons satisfactory to the Minister, were prevented from completing their courses at a previous session shall make application for admission not later than September 1st. They will be furnished with a card of admission permitting them to enter at a special date to be determined in each case by the Minister.

SESSIONS, TERMS, AND VACATIONS

6. (1) The sessions of the Normal Schools shall begin on the second Tuesday of September at 9 a.m. and end during the first week of June at the close of the final examination, and will be divided into two terms, the first from the beginning of the session in September to the beginning of the Christmas vacation; the second from the close of the Christmas vacation until the close of the session.

(2) There shall be two vacations, at Christmas and at Easter, corresponding to the vacations of the Public and Separate Schools.

(3) The daily session shall be one of five hours and a half, inclusive of recesses. Saturday shall be a holiday.

DUTIES OF STAFF

7. (1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Normal School shall prescribe the duties of his staff and be responsible for the efficiency of the Normal School. The other members of the staff shall be subject to his authority.

(2) As part of his work of supervision, the Principal shall inspect the urban and the rural practice schools as early as practicable in the beginning of each session, and shall prepare a detailed report thereon for the consideration of the Superintendent of Professional Training at his official visit. In the event of immediate action by the Department being necessary in any case, the Principal shall submit promptly a special report thereon for the consideration of the Minister.

(3) (*a*) Concerted work on the part of the Normal School and the Practice Schools shall be secured by frequent conferences of the staffs of the schools.

(*b*) Especially at the beginning of each session, the Principal and the other members of the Normal School staff shall discuss with the staffs of the Practice Schools the subject of General Method and Child Study, and both staffs shall organize and conduct the work of directed observation and practice teaching so as to secure a proper co-ordination between it and the principles of General Method as developed in the Normal School classes.

NOTE—It is to be understood that the aim of these discussions is not to set up a rigid uniformity of procedure in directed observation and practice teaching, but rather to establish an intelligent connection between theoretical principles on the one hand and their practical applications on the other.

(4) When, notwithstanding the examination prescribed on page 6, a teacher-in-training is reported to the Minister by the Principal as being

physically unfit, the Minister may order a special medical examination of such teacher-in-training, and, as a result thereof, may direct the Principal to cancel his admission.

(5) The Principal may, at any time during the session, dismiss from the school teachers-in-training who, in his judgment and that of the staff, are lacking in scholarship, personality, or other qualities desirable in a teacher, or whose conduct or progress or attendance is unsatisfactory.

DUTIES OF TEACHERS-IN-TRAINING

8. (1) Teachers-in-training shall board and lodge at such houses only as are approved by the Principal.

(2) They shall attend the classes regularly and punctually, and shall submit to such discipline and direction as the Principal may prescribe.

(3) For the welfare of the women teachers-in-training, the Principal shall appoint at each Normal School a member of the staff of their own sex to have oversight, during the session, of the social life of these students. This teacher is at all times accessible to the women students for consultation and advice.

TEXT-BOOKS

9. (1) The academic text-books which form the bases for the professional work in the various courses shall be the text-books prescribed for the courses of study in Grades I to X.

(2) The professional text-books are those whose titles are printed in italics in the Courses of Study of the Normal Schools in this Calendar.

LIBRARY

10. Under the direction of the Librarian and the other members of the staff, the library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, the principal magazines and educational journals, and an adequate number of copies of each of the most important professional books of reference.

RELIGIOUS INSTRUCTION AND THE LITERARY SOCIETY

11. (1) Religious guidance is provided by local clergymen of the different denominations.

(2) A Literary Society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the Course of Study. All the teachers-in-training shall become members of this society, and shall attend the meetings regularly. The programmes for the meetings should include essays, debates, recitations, musical numbers, and the reproduction of suitable scenes from standard plays. Special lectures may be provided by the Minister.

PROGRAMME OF STUDIES

For First Class Certificates

12. (1) The courses of study for Interim First Class certificates shall consist of the following as defined herein:

Group 1—

Science of Education; School Management; Speech, Reading, and Literature; Composition, Grammar, and Spelling; Mathematics; Social Studies; Religious Education; Science, and Agriculture; Art, Writing, and Music; Health, and Physical Training; Crafts, and Home Economics.

Group II—

Directed Observation and Practice Teaching in the various grades of the urban and rural practice schools, including the Kindergarten.

Group III—

Library Methods, Religious Guidance, and the work of the Literary Society.

(2) Concurrently with the special methodology of the courses, there shall be a review from the standpoint of pedagogy of the academic subjects of the Courses of Study of the Public and Separate Schools.

MODIFICATION OF THE COURSES

13. (1) Students whose practice teaching is weak because of such personal defects as low voice, poor articulation, shyness, faulty posture or lack of animation, and students who exhibit marked deficiencies in the skills connected with Mathematics, English (Spelling, Reading, Syntax), Writing, Music, or Art shall be discovered by the Staff-in-council early in the first term and shall be organized into self-improvement study groups each under the guidance of a Master or an Instructor appointed by the Principal for that purpose. The Master or Instructor charged with the guidance of any self-improvement group shall afford counsel but shall not be responsible for the carrying out of advisements concerning study-practice. Moreover, the meetings and the work of a self-improvement group shall be in addition to and shall not interfere in any way with the regular Normal School programme.

(2) In the oral examinations and exercises in Vocal Music the Instructor shall give due consideration to the claims of the candidates who report themselves as incapable of learning to sing, provided that such claims are presented to the Instructor at the beginning of the session. In no case, however, shall such consideration involve exemption from attendance at the classes or from the written examinations in the subject. If any candidate is unable to teach music that fact shall be stated on his certificate.

ORDER AND GROUPING OF THE COURSES

14. (1) The principle of correlation shall be kept constantly in view as being of special importance in organizing the work of the several departments of the Normal School as well as in dealing with the methodology of the Public and Separate School Courses of Study.

(2) The courses in Science of Education, School Management, and the Methodology of the several subjects of the Public and Separate School Courses of Study shall be organized and arranged by the Principal at the beginning of the school year, subject to the approval of the Superintendent of Professional Training.

(3) The course in the Methodology of each subject shall emphasize:

(*a*) The selection of subject matter from the standpoint of the mental ages and interests of pupils in the several grades.

(*b*) The presentation of selected matter in such a way as to exercise the normal learning activities of pupils in the several grades, and to provide practice in those habits and ideals which make for Christian citizenship.

(*c*) The content of the Courses of Study for Public and Separate Schools from the viewpoint of pedagogy.

(*d*) The general organization of a year's programme in the subject-matter of each grade.

APPORTIONMENT OF TIME

15. The programme of instruction for each class in the course, exclusive of directed observation and practice teaching, will require about twenty-five periods of forty-five minutes each weekly, or the equivalent thereof, during the session. The total number of periods for each subject shall be as nearly as practicable those indicated below. The length of each period shall be subject to the approval of the Superintendent of Professional Training.

The class periods shall be distributed among the various courses for the Interim First Class certificate, exclusive of directed observation and practice teaching, approximately as follows: Science of Education, 60; School Management, 40; Speech, Reading, and Literature, 90; Composition, Grammar, and Spelling, 80; Mathematics, 70; Religious Education, 30; Social Studies, 70; Science, and Agriculture, 80; Art, and Writing, 80; Music, 50; Crafts, 40; Home Economics, 40; Health and Physical Training, 70; Library, 10; Religious Guidance, 30.

PRACTICE SCHOOLS

16. (1) The Principal in co-operation with the local Board and the local Superintendent or Inspectors, as the case may be, shall select from the staff of the schools at large throughout the city and from the rural schools of the neighbourhood, teachers of experience and sound judgment who shall be known as Practice School teachers and who shall have in charge the directed observation and practice teaching lessons referred to in section 17 (2) and whose valuations, together with those of the Normal School Staff, alone shall be considered in determining the final standing of teachers-in-training in practice teaching.

(2) The Principals and Practice Teachers of the urban and rural Practice Schools shall be subject to the authority of the Principal of the Normal School concerned for the purpose of the Normal School only, and shall discharge the duties required by the Regulations of the Department to the satisfaction of the said Normal School Principal. The Principal of the Normal School shall

be permitted, on consultation with the Principals of the Practice Schools, to arrange the time-table and such other practical details of organization as may be necessary for the purposes of the Normal School.

(3) Every teacher in charge of a classroom set apart for observation and practice teaching, shall receive the teachers-in-training into his or her classroom for the aforesaid purposes, and all teachers concerned in any way with the courses of instruction required by the Department for the Normal School shall keep such class records and make such reports as may be required by the Minister of Education or the Regulations of the Department.

(4) In the event of any dispute between the Principal of the Normal School and any principal or the teacher of any class in regard to any matter affecting the Normal School, the question in dispute shall be submitted for settlement to the School Board concerned, and, in the event of continued disagreement, to the Minister of Education, whose decision shall be final.

DIRECTED OBSERVATION AND PRACTICE TEACHING

17. (1) In order that the teachers-in-training may begin early the work of practice teaching and directed observation, an introductory course shall be taken as follows:

(*a*) As soon as the initial organization of the school is completed, the Master who has charge of the Science of Education shall devote one lesson a day to a total of about ten lessons to the study of lesson planning. The elementary, one-period, teaching lesson of the graded school and the corresponding seatwork-recitation-seatwork unit of the ungraded school shall receive attention at this time, the study of more complex and more continuous types being deferred until the teachers-in-training shall have acquired a background of experience. The aspects of lesson planning set forth in Section I of the Course of Study in the Science of Education will be stressed and the scheme of lesson planning presented by the Master shall be that agreed upon by the Staff-in-council. During the same time other Masters and Instructors shall devote from three to five periods to illustrating by reference to various lesson topics the application both in graded and ungraded schools of the scheme of lesson planning to the subject or subjects of which they have charge.

(*b*) Beginning some time during the second week and continuing for about two weeks, a series of from eight to ten demonstration lessons illustrating the application of the elementary, one-period, teaching lesson plan and the corresponding seatwork-recitation-seatwork unit of the ungraded school to the teaching of various subjects shall be given by the Practice School Teachers and by the Normal School Masters and Instructors in different grades of the urban practice schools and either in the several rural practice schools or with representative or actual rural ungraded schools brought for the day or for the days to the Normal School for that purpose. Directed observation reports on each of these demonstration lessons shall be made by the teachers-in-training and later discussed in class with the Master who has charge of the Science of Education and with the Master or Instructor who has charge of the subject concerned.

(*c*) Later in the term the Master who has charge of the Science of Education in conference with the Staff-in-council will take up the study of the

more complex and more continuous methods of lesson planning as set forth in Section III of the Course of Studies in the Science of Education in connection with directed observation reports on demonstration lessons conducted by the Practice School Teachers and by the Normal School Masters and Instructors.

(*d*) Throughout the Normal School session Masters and Instructors shall themselves exercise care in presenting their several subjects to pursue the general principles of education set forth in order that the teachers-in-training may become familiar with the methodologies in practice as well as in precept.

(2) (*a*) Commencing with the fourth week, the teachers-in-training shall be divided into suitable groups and the work of practice teaching shall be taken up systematically according to a time-table arranged by the Principal. In order that the teachers-in-training may practise and observe in as many situations as possible, and in order that the practice teaching of each may be valued by at least ten Practice School Teachers, a group should not be assigned to a Practice School Teacher for more than two practice teaching periods in succession.

(*b*) Unless otherwise provided, each teacher-in-training after practice teaching has begun shall conduct each week one practice teaching lesson in a graded school or one practice teaching hour in an ungraded school under the supervision of a Practice School Teacher to a total of not fewer than twenty practice teaching lessons and hours.

(*c*) In the urban graded practice schools practice teaching lessons for each teacher-in-training shall be arranged so as to cover in as many subjects as possible the work of the Kindergarten and Grades I to VIII or I to X as the case may be, and shall be arranged as nearly as possible to progress from grade to grade in either ascending or descending order from the grade in which each teacher-in-training begins.

(*d*) Commencing with the first week of practice teaching in the rural ungraded or semi-graded practice school, in place of the single practice teaching lesson, the teacher-in-training shall conduct a practice teaching hour. During the practice teaching hour the teacher-in-training shall follow, as far as possible, the regular school time-table and shall be responsible for the regular lessons of the several grades as set forth in the Practice School Teacher's day-book. He shall assign, supervise, and check all preparatory and follow-up seatwork having to do with the recitation lessons which he teaches, and shall take charge of the conduct of the school as a whole. During the second term at least, he shall be responsible for assemblies, dismissals, the supervision of the recess period and where feasible the marking of the register, whenever such duties fall within his practice teaching hour. At the time of the second visit of a group to a school, and where circumstances permit, the morning and the afternoon programmes may with advantage be interchanged in whole or in part. The practice teaching time-table shall be so arranged that successive practice teaching periods for each teacher-in-training will fall in different hours of the day.

(*e*) A plan shall be prepared by the teacher-in-training for each practice teaching lesson and for each practice teaching hour. The plan shall be submitted to the Practice School Teacher before the lesson or the hour begins and shall be considered in assigning a value to the practice teaching. The plan for the practice teaching hour should take into account the provisions

made for seatwork, and the relative brevity of the recitation periods. Toward the end of the session the plans may with advantage be set forth more concisely in order that the teachers-in-training may receive practice in the preparation of the teacher's daily plan book.

(*f*) The first five practice teaching lessons or practice teaching hours taught by each teacher-in-training shall be prepared in consultation with a Normal School Master or a Practice School Teacher. Every care shall be taken to ensure the reasonable success of these initial efforts in order that the teachers-in-training may develop confidence. Thereafter the extent of assistance is to be decidedly but not abruptly diminished.

(*g*) While one of their number is engaged in practice teaching, the remaining members of the group who are not otherwise directed shall make discussion notes on each practice teaching lesson and each practice teaching hour. At the close of school the practice teaching of the day shall be discussed with reference to the application of principles of method and management by the Practice School Teacher, the group of teachers-in-training, and the Normal School Master when present.

(*h*) The value of the practice teaching lesson and the practice teaching hour shall be determined by the Practice School Teacher or by the Normal School Master in consultation with the Practice School Teacher. The teachers-in-training shall be given no information as to the marks assigned. In the practice teaching lesson special but not exclusive consideration shall be given to the employment of methodology by the teacher-in-training, in the practice teaching hour to the handling of seatwork and of managerial situations.

(3) (*a*) The Principal shall arrange with local Boards and local Superintendents or local Inspectors, as the case may be, to make provision for two non-contiguous weeks of continuous observation and practice teaching in classrooms of graded schools under the charge of teachers who are capable of affording guidance. Arrangements shall be made to provide for the first week of this continuous practice teaching within the period November 20th to December 10th.

(*b*) The Principal shall also arrange with the County or District Inspectors of the neighbourhood and of the home Counties or District of teachers-in-training to make provision for continuous observation and practice teaching, during the week following the Christmas vacation and during the week following the Easter vacation, in rural ungraded or semi-graded schools under the charge of teachers who are capable of affording guidance.

(*c*) Any expense incurred by teachers-in-training during the four weeks of continuous observation and practice teaching will not be borne by the Department. Every effort, however, shall be made to place teachers-in-training in such schools as will involve a minimum of expenditure for transportation. They shall also be advised to make economical arrangements at their boarding houses.

(*d*) Each teacher-in-training shall, as far as possible, be placed in four different schools and in schools or classrooms which are not used for regular practice teaching during the four weeks of continuous observation and practice teaching. During this period he shall undertake such duties as opening and closing school, marking the register, checking class exercises, supervising

seatwork and playground activities. During each of the first two weeks he shall teach two lessons on the second day, four on the third day, and take full charge of the school under supervision of the teacher during the remainder of the week. During each of the last two weeks he shall teach four lessons on the second day and take full charge during the remainder of the week.

(4) The Principal shall arrange for the systematic attendance of the Normal School Masters at the practice teaching referred to in subsections (2) and (3) and at the directed observation periods referred to in subsection (6). As far as possible the practice teaching of each teacher-in-training shall be seen by at least two members of the Normal School Staff. The practice teaching of each teacher-in-training whose progress is considered unsatisfactory shall be seen and valued by at least three Normal School Masters and by the Principal of the Normal School.

(5) A record of the valuations assigned all practice teaching lessons or practice teaching hours of each teacher-in-training shall be made on a graph sheet furnished by the Department as well as in the record book of the Normal School. Marks assigned by Practice School Teachers and marks assigned by Normal School Masters are to be severally designated. On a date to be specified, near the close of the session, the graph record sheet of the practice teaching of all teachers-in-training shall be furnished to the Department, together with the sessional records by each Normal School.

(6) The purpose of the directed observation is (i) to provide factual data in a realistic study of the Science of Education, the School Management and the several Methodologies, (ii) to acquaint teachers-in-training with the effective use of different methods of instruction and different methods of management as practised by different teachers and as employed under different conditions, (iii) to afford exercise in applying the principles of education to the analysis and interpretation of teaching situations.

(*a*) In accordance with a plan drawn up by the Principal and Staff-in-council and which will apportion the work equitably throughout the session, the Masters or Instructors in charge of the Science of Education, the School Management and the several Methodologies shall each prepare a set or sets of directions for the guidance of teachers-in-training in pursuing the field investigations provided in subsections 17: (1) (*b*), (1) (*c*), (3) (*a*), (3) (*b*), and (6) (*b*). A set may provide directions for a single demonstration lesson, an observation period or for an extended range of observations.

(*b*) Commencing with the first week of practice teaching, and continuing for each week thereafter, provision shall be made on the time-table whereby each practice teaching group on a day preceding the day on which their practice teaching occurs shall observe in the school to which they are assigned. Where circumstances permit, and more particularly in rural ungraded schools, one half day in the week should be devoted to observation.

(*c*) At the time of the first observation visit to a Practice School or to a school in which continuous observation and practice teaching are being conducted, the teachers-in-training should secure or make note of (i) a seating plan showing the name, and in ungraded schools, the grade of each pupil in the room, (ii) a copy of the teacher's time-table, (iii) the place in the several divisions of the course of study at which each grade is working, (iv) the

procedure followed by the teacher in assembling and dismissing school; in supervising noon and recess periods; in conducting recitations; in assigning and supervising seatwork; in distributing lesson material; in controlling permissive movements such as going to toilet, getting a drink, sharpening pencils, making use of the library, working at projects, etc.

SESSIONAL RECORDS

18. (1) The Sessional Records shall consist of the records of the directed observations, the oral and the written class tests, the practical work, the practice in valuing answer papers of Practice School pupils and the term examinations in the subjects.

(2) The general attitude of the teacher-in-training towards the work, his adaptability to teaching and the probability of his future success as a teacher shall be taken into consideration in determining his sessional standing.

(3) A teacher-in-training who, in any subject, obtains 66 per cent of the marks assigned to that subject on the sessional records may, on the recommendation of the staff, be exempted from the final examination in the subject.

FINAL STANDING

First Class Final Examinations

19. (1) The final examination papers in Group I will be prepared by the Department and will be uniform for all the schools. The answer papers will be read in the Department by a committee selected from the Normal School staffs.

(2) The maximum number of marks for each subject in Group I shall be 200, of which 100 marks shall be allowed for sessional records and 100 for the final examinations.

(3) The maximum marks for practice teaching shall be 1,000.

20. (1) A teacher-in-training who holds the entrance requirements to the First Class course and who, at the final examinations, obtains 60 per cent of the marks in each subject of Group I, and 60 per cent of the marks in practice teaching may, on the recommendation of the staff, be granted an Interim First Class certificate valid for five years.

(2) A teacher-in-training who holds the entrance requirements to the First Class course and who fails in not more than two subjects of Group I, and who passes in practice teaching, may be exempted from further attendance and may complete his standing for an Interim First Class certificate by rewriting together at one annual examination or separately at different annual examinations, the examination in the subject or subjects in which he failed, but no allowance shall be made for sessional records at such examinations.

(3) All other candidates who have failed to obtain the necessary final standing shall be required to repeat the course by attendance at a subsequent January to June term. (See section 5 [3].)

(4) A teacher-in-training who attended the full Normal School course, but who failed in practice teaching and is required to return to Normal School for the January to June term, may be granted standing in that subject upon the receipt of a statement from the Inspector or Inspectors concerned that he has

taught successfully in Ontario on Letters of Permission for at least two years.

(5) A teacher-in-training who attended the full Normal School course, but who failed on three or more subjects of the final examination, and is required to return to Normal School for the January to June term, may be permitted to write extramurally on the Normal School papers on which he failed upon the receipt of a statement from the Inspector or Inspectors concerned that he has taught successfully in Ontario on Letters of Permission for at least one school year.

(6) A teacher-in-training who attended the full First Class Normal School course, but who was granted an Interim Second Class certificate because of failure on the final written examination may be permitted to qualify for an Interim First Class certificate by rewriting successfully the Normal School papers concerneed.

21. (1) (*a*) A candidate who holds a Permanent High School Assistant's certificate may qualify for an Interim First Class certificate by passing the final examinations in Group I of the course for Interim First Class certificates.

(*b*) A candidate who holds an Interim High School Assistant's certificate may qualify for an Interim First Class certificate by attending a Normal School for the January to June term and passing the final examinations in Group I of the course for Interim First Class certificates.

(2) Candidates who have been exempted by the Minister of Education from attending a Normal School on account of equivalent academic standing and professional training obtained in other provinces or countries, and who are required to write on the final Normal School examinations for Interim certificates, shall take the medical examination and all final examinations in the subjects of Group I, and, if required, shall also satisfy the examiners by teaching or other tests that they are competent to direct the practical work in the subjects covered by the certificate for which they are candidates. These examinations may be taken together at one annual examination or separately at different annual examinations.

(3) The pass standard for all candidates exempted from attendance is the same as that for teachers-in-training in attendance, but no allowance shall be made for sessional work.

(4) The final examinations in Vocal Music and Physical Education for candidates exempted from attendance may include written tests, and also practical tests.

(5) Candidates exempted from attendance shall take any practical tests in Group II (which may be required) at such times during the session as may be decided upon by the Principal. They shall take their examinations in the subjects of Group I on dates set apart for the examination of candidates in attendance. The time-table for the written examination will be issued in April.

(6) A candidate who holds a Permanent Kindergarten or Kindergarten Primary certificate obtained through attendance at a Normal School and who also holds the Upper School certificates showing standing in the subjects prescribed for admission to the First Class course given at a Normal School may qualify for an Interim First Class certificate by passing the final examinations in Group I of the course for Interim First Class certificates.

(7) (*a*) The holder of an Interim or Permanent Second Class certificate, valid in the schools attended by French-speaking pupils and in which French is a subject of instruction with the approval of the Minister of Education, who holds Grades XI and XII standing in Science, may obtain an Interim Second Class certificate, valid in the Public and Separate Schools of Ontario, by writing successfully the Normal School examinations in (i) Science and Agriculture, (ii) Crafts and Home Economics.

(*b*) The holder of an Interim or Permanent First Class certificate, valid in the schools attended by French-speaking pupils and in which French is a subject of instruction with the approval of the Minister of Education, who holds Grades XI and XII standing in Science, or who holds Grade XIII standing in one of Botany, Zoology, Physics, or Chemistry, may obtain an Interim First Class certificate, valid in the Public and Separate Schools of Ontario, by writing successfully the Normal School examinations in (i) Science and Agriculture, (ii) Crafts and Home Economics.

(*c*) The holder of an Interim or Permanent Second Class certificate, valid in the Public and Separate Schools of Ontario, who holds standing in Grades XI and XII Special French (Literature and Composition), may obtain an Interim Second Class certificate, valid in schools attended by French-speaking pupils and in which French is a subject of instruction with the approval of the Minister of Education, by writing successfully the Normal School examinations in (i) Diction, Lecture et Litterature, (ii) Composition, Grammaire et Orthographe, and by submitting a statement, signed by the Principal of the University of Ottawa Normal School or by an Inspector of Schools attended by French-speaking pupils and in which French is a subject of instruction with the approval of the Minister of Education, that the applicant is proficient in oral French.

(*d*) The holder of an Interim or Permanent First Class certificate, valid in the Public and Separate Schools of Ontario, who holds standing in Grade XIII Special French (Literature and Composition), may obtain an Interim First Class certificate, valid in schools attended by French-speaking pupils and in which French is a subject of instruction with the approval of the Minister of Education, by writing successfully the Normal School examinations in (i) Diction, Lecture et Litterature, (ii) Composition, Grammaire et Orthographe, and by submitting a statement, signed by the Principal of the University of Ottawa Normal School or by an Inspector of Schools attended by French-speaking pupils and in which French is a subject of instruction with the approval of the Minister of Education, that the applicant is proficient in oral French.

SECOND CLASS TO INTERIM FIRST CLASS CERTIFICATES

22. (1) The holder of an Interim or Permanent Second Class certificate will be granted an Interim First Class certificate upon submitting evidence that he has fulfilled the requirements for admission to the First Class course given in an Ontario Normal School.

(2) An applicant may substitute evidence of years of successful teaching experience as specified in Clause 3 of Section 1 of Circular 72 for the requirements prescribed in subsection (1) of Section 22.

THIRD CLASS OR KINDERGARTEN PRIMARY TO INTERIM SECOND CLASS CERTIFICATES

23. (1) The holder of an Interim or Permanent Third Class certificate obtained by attendance at a Model School, or the holder of an Interim or Permanent Kindergarten Primary certificate obtained through one year's attendance at Normal School, will be granted an Interim Second Class certificate upon submitting;

(a) an Interim or Permanent Third Class certificate or an Interim or Permanent Kindergarten Primary certificate; and

case of French-speaking teachers English, Special French, History and Mathematics); and

(*d*) certificates that he has passed *ten* Normal School annual examination papers (in case of French-speaking teachers those of the University of Ottawa Normal School).

(2) An applicant may submit Grade XIII (Upper School) certificates:

(*a*) in English Literature and English Composition in lieu of evidence of the successful completion of the Grades XI and XII (Middle School) course in English;

(*b*) in French Literature and French Composition in lieu of evidence of the successful completion of the Grades XI and XII (Middle School) course in Special French;

(*c*) in History in lieu of evidence of the successful completion of the Grades XI and XII (Middle School) course in History;

(*d*) in *one* of Algebra, Geometry, Trigonometry or Trigonometry and Statics in lieu of evidence of the successful completion of the Grades XI and XII (Middle School) course in Mathematics;

(*e*) in *one* of Physics, Chemistry, Botany, Zoology in lieu of evidence of the successful completion of the Grades XI and XII (Middle School) course in Science.

PERMANENT CERTIFICATES

24. The Regulations regarding Permanent certificates are contained in Circular 72, which may be obtained on application to the Department.

APPEALS

25. A candidate who has passed in practice teaching, but has failed at an examination for a First Class certificate, may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister, accompanied by a fee of $2.00 per paper. This fee will be returned to the candidate if the appeal is sustained.

SPECIAL PROVISION FOR THE NORTH BAY NORMAL SCHOOL

26. At the North Bay Normal School the Department of Education will assist teachers-in-training who have been in attendance and whose ordinary places of abode are in the Districts of Ontario by refunding to each teacher-in-training the cost, in excess of Five Dollars, of the railway or boat fare from his home to the school in September and to his home at the close of the session in June.

COURSE OF STUDY FOR INTERIM FIRST CLASS CERTIFICATE

SCIENCE OF EDUCATION

I. *Simple lesson planning.* (1) Planning the simple, one-period teaching lesson and the corresponding seatwork-recitation-seatwork unit of the ungraded school from an objective, analytic study of observation and demonstration lessons. (2) Discovery of essential principles: motivation, immediate and continuous; equation of subject matter in quality and quantity with pupil interest and pupil ability throughout the grades; clarity and vividness in presentation; reconstruction of pupil experience; procedure in questioning; pupil participation and self-activity; organization of the new learning.

II. *Behaviour.* (1) Unplanned or trial-and-error behaviour; planned or intelligent behaviour. (2) Levels of planning; simple recall of particular experience; reconstruction of particular experiences; induction-deduction or the generalization of particular experiences. (3) Execution of plans; instinctive tendencies; emotional drives; volitional controls; habits and skills.

III. *Complex lesson planning in graded and ungraded schools.* (1) Habit or skill-forming lessons; subsequent drill lessons. (2) Particular knowledge or continued topic lessons; subsequent review lessons. (3) General knowledge lessons; subsequent application lessons. (4) Appreciation and attitude-forming lessons. (5) Project and enterprise type. (6) Contract assignment type. (7) Formal and incidental teaching.

IV. *Growth.* (1) Characteristic mental abilities at successive ages in drawing, number work, vocabulary, memory span and reasoning; variation between mental and chronological age; treatment of backward and accelerated pupils. (2) Emotional development at successive ages; conditioning. (3) Volitional development at successive ages; discipline and control; deliberation, ideals, purposes and self-control. (4) Centres of interest; direct and indirect interest.

V. *Educational health.* (1) Conflicts among instincts-emotions, between reality and ideals; suppression; rationalization; sublimation; integration. (2) Mental disturbances and remedial treatments; over-introversion, day-dreaming, shyness, sulkiness, etc.; over-extroversion, fighting, truancy, stealing, tantrums, etc.; perversion, tics, cruelty, boastfulness, destructiveness, attention-seeking activities, etc. (3) Mental integrity; in-turned and out-turned interests; personal and social attitudes; purposes and ideals; deliberation and adjustment to reality.

VI. *Educational guidance.* (1) Guidance in personality development. (2) Educational and personal qualifications for different occupational groups. (3) Counselling parents and pupils concerning secondary school opportunities and courses.

Books of Reference:

Ontario Normal School Manual: *Principles of Method.*

Averill: Introductory Psychology; 1943, Macmillan.

Dickie: The Enterprise in Theory and Practice; 1940; Gage.

Gates, Jersild, et al: Educational Psychology; 1942; Macmillan.

Gesell, *et al*: The First Five Years of Life; 1940; Harper (Musson).

Gesell & Ilg: The Child From Five to Ten; 1946; Harper (Musson).

Griffin, Laycock and Line: Mental Hygiene; 1940; American Book Co. (Gage).

Handbook of Suggestions for Teachers: Board of Education, England; 1937; H. M. Stationery Office, London.

Hughes and Hughes: Learning and Teaching; 1940; Longmans, Green.

Livingstone: On Education; 1945; Macmillan.

Macomber: Guiding Child Development in the Elementary School; 1941; American Book Co. (Gage).

Monroe and Streitz: Directing Learning in the Elementary School; 1932; Doubleday Doran (McClelland & Stewart).

Morgan: The Psychology of the Unadjusted School Child; 1936; Macmillan.

Myers: Towards Mental Health in School; 1939; University of Toronto Press.

Pressey: Psychology and the New Education; 1944; Harper (Musson).

Saucier: Theory and Practice in the Elementary School; 1941; Macmillan.

Sherman: Mental Hygiene and Education; 1945; Longmans, Green.

Strayer, *et al*: Principles of Teaching; 1936; Gage.

Symonds: Mental Hygiene of the School Child; 1934; Macmillan.

Weber: My Country School Diary; 1946; Harper (Musson).

Woodworth and Sheehan: First Course in Psychology; 1944; Holt & Co. (Clarke Irwin).

SCHOOL MANAGEMENT

School Management has to do with the administration of the affairs of the school as a business. It is primarily concerned with a study of relevant provincial laws and regulations and the best means of tactfully but effectively putting these into execution. Its presentation should be based upon a study of (1) provincial laws, regulations, circulars and forms; (2) observation in demonstration classes and practice teaching schools; (3) problems encountered by the teachers-in-training; (4) case studies; (5) supplementary readings.

I. *Classroom.* (1) Assembly and dismissal; cloakroom supervision; treatment of lates. (2) Permissive movements, activities, and retirements during school hours. (3) Class control; value of routine procedure; insistence, consistence, cheerfulness, understanding and self-control on the part of the teacher; responsible liberty; direction of questions and reception of answers; treatment of misdemeanours. (4) Group recitations, group activities and the supervision of seatwork. (5) Classroom tidiness; personal appearance of teacher and pupils.

II. *School.* (1) Supervision of lavatory, playground, noon and recess periods. (2) School and class excursions, exhibitions, fairs, concerts, athletic meets, societies. (3) School days and holidays; treatment of absentees. (4) Textbook regulations. (5) School visitors. (6) School grants. (7) Engagement, tenure of office, resignation and dismissal of teacher; suspension and expulsion of pupils.

III. *Organization.* (1) Grading pupils; methods of classification; promotions; examinations, and standards. (2) The special pupil, handicapped, accelerated, backward, foreign; auxiliary classes and auxiliary units. (3) Apportionment of time among various subjects; special occasions and conditions. (4) Time-tables in graded and ungraded schools. (5) Teacher's day-book of work. (6) The first day at school of the new teacher, of the new pupil.

IV. *Records and reports.* (1) Register, daily and general. (2) Reports, annual, age-grade, S.A. 2, entrance candidates; special grants; (3) Catalogues, library and equipment.

NOTE—To afford teachers-in-training adequate practice in filling in the above forms the Master in charge of School Management is advised to secure from the Department specimen pages from the register, printed directions, specimen contracts, S.A. 2 forms, age-grade report forms, etc.

V. *School plant.* (1) Buildings and grounds. (2) Classroom accommodation, size, lighting, heating, seating, blackboards, cloak rooms, lavatories, etc. (3) Equipment, library, science, crafts, home economics, agriculture, music, physical training, etc. (4) Care of school property.

VI. *Community.* (1) Professional loyalty and personal dignity. (2) Living in or out of the school area; the boarding-house problem; home and school association; sectarian and religious affiliations. (3) Co-operation with the principal, other members of the staff, the inspector and the Board. (4) Co-operation with parents; dealing with notes, suggestions, complaints, etc. (5) Securing school equipment; dealing with agents; sources of information. (6) Teachers' Institute; O.E.A.; teachers' associations; teachers' meetings. (7) Personal welfare; health; worry; professional progress.

Books of Reference:

Barnes: Rural School Management; 1946; Macmillan.

Bowen: Living and Learning in the Rural School; 1941; Macmillan.

Brown: Problems in Classroom Management; 1933; Houghton Mifflin Co., New York.

Cole: Teaching in the Elementary School; 1939; Farrar & Rinehart, New York.

Cubberley: The Principal and His School; 1923; Houghton Mifflin Co., New York.

Departmental Publications: *Public Schools Act; Separate Schools Act; High Schools Act; Extracts from the Statutes; General Regulations; The School Attendance Act; Regulations of Secondary Schools, Public Schools, Separate Schools; Programmes of Study; Programme for Religious Education in the Public Schools; The Daily Register and Bulletins of Instructions in Child Accounting; Plans for Rural School Building.*

Dougherty, Gorman and Phillips: Elementary School Organization and Management; 1937; Macmillan.

Hockett and Jacobsen: Modern Practices in the Elementary School; 1938; Ginn & Co., Boston.

Inspectors of Ontario: The Training of Teachers in Service; 1936; Clarke, Irwin.

Lane: The Principal in the Modern Elementary School; 1944; Houghton Mifflin Co., New York.

Lowth: Everyday Problems of the Country Teacher; 1936; Macmillan.

Lowth: The Country Teacher at Work; 1930; Macmillan.

Pullian: Extra Institutional Activities of the Teacher; 1930; McClelland and Stewart.

Ritter and Shepherd: Methods of Teaching in Town and Rural Schools; 1944; Ryerson Press.

Slacks: The Rural Teacher's Work; 1938; Ginn & Co., New York.

Wofford: Modern Education in the Small Rural School; 1938; Macmillan.

Wofford: Teaching in Small Schools; 1944; Macmillan.

SPEECH, READING, AND LITERATURE

I. *Primary School stage.* (1) Reading-readiness; simple tests; the six-year mental level. (2) Activities for the prereading pupil in a rural school. (3) Specific and relative words; fundamental differences of treatment both in reading-recognition and spelling; recognition of specific words taught separately by matching exercises, blackboard commands, etc.: use of the articles "the", "a" and "an"; presenting new words; retention of relative words in phrases or sentences. (4) Blackboard sentence reading; grouping, interpretation of thought, use of charts; transition from blackboard to book reading. (5) Seat-work exercises. (6) Supplementary reading and Readers. (7) Introduction of phonics as an aid to word recognition; development of phonetic analysis and synthesis. (8) Making illustrated dictionaries. (9) Silent reading; methods of conducting; methods of expressing, and of testing comprehension; dangers of excessive silent reading, faulty word recognition, and "skipping." (10) Oral reading; interpretation of idea and emotion; speech training, vocalization, pronunciation, inflection, etc. (11) Correction of faulty speech; letter substitutions; vowel omissions, stammering. (12) Child stories; types of stories; telling and reading by the teacher; reading by the pupil; methods of expression—dramatization, oral reproduction, drawing, modelling, etc; inculcation of moral and social lessons. (13) Memorization; suitability of selections; purpose and methods. (14) Methods in graded and ungraded schools. (15) Teaching aids.

II. *Middle and Senior School.* (1) Oral reading; development of habits and skills, pronunciation, articulation, grouping, general rate, tone, body position, etc.; development of interpretative expression, changes in emphasis, inflection, pause, etc.; speech correction; oral reading lesson; class reading; combined literature and reading; audience reading—opening and closing exercises, continued story, current events, enterprise reports, etc.; choral reading, methods of conducting, uses and abuses; methods of dealing with new words. (2) Silent reading; intensive and extensive forms; methods of motivating; testing, and expressing comprehension; methods of increasing rate and pick-up; reading for pleasure and for purpose; combined silent reading and literature; correlation with other subjects; supplementary material. (3) Literature lessons; method of using Readers; growth in ability to appreciate and interpret; dealing with new words; use of dictionary; acquaintanceship with the author and setting as an aid to interpretation, as an incentive to wider reading; the selection as a whole, continuity of development, relation to life; the study of parts, informa-

tion, imaginative picturing, aesthetic appreciation, style; methods of expression, dramatization, drawing, modelling, oral reading, etc.; poetry and prose. (4) The study of a novel (such as Ivanhoe) and a play (such as "As You Like It"), plot, significance of incidents, characterization, style. (5) Methods in graded and ungraded schools.

NOTE—Few of the graduates of a Normal School will have charge of Fifth Classes. A minimum of time should be devoted to subsection (4). Methods of study should be such as are applicable to Fifth Classes in a rural school.

Books of Reference:

Abney-Miniace: The Way to Better Speech; 1940; World Book Co., (Gage).

Amoss and DeLaporte: Training Handicapped Children (Chapters on speech correction and seatwork); 1933; Ryerson Press.

Backus: Speech in Education; 1943; Longmans, Green.

Bennett: Adventures in Words; Practical Speech Training for Schools: 1936; University of London Press (Clarke, Irwin).

Bond and Bond: Teaching the Child To Read; 1943; Macmillan.

Craig: The Junior Speech Arts; 1940; Macmillan.

Dalgleish: First Experiences with Literature; 1937; Charles Scribner's Sons, N.Y.

Departmental Publications: *Programme of Studies for Grades I–X; The School Readers for the Grades; Ontario Public School Manual; Primary Reading and Literature.*

Durrell: Improvement of Basic Reading Abilities; 1940; World Book Co. (Gage).

Entwistle: The Study of Poetry; 1933; Thos. Nelson and Sons.

Gates: The Improvement of Reading; 1935; Macmillan.

Haddow: On the Teaching of Poetry; Blackie & Sons (Ryerson Press).

Harrison: Reading Readiness; Revised 1939; Houghton Mifflin (Renouf).

James: Our Spoken Language; 1939; Nelson.

Kirk: Teaching Reading to Slow-learning Children; 1940; Houghton Mifflin, N.Y.

McAllister: The Primary Teacher's Guide to Speech Training; 1941 University of London Press.

Stone: Better Primary Reading; Better Advanced Reading: 1936; Webster Publishing Company (Longmans, Green).

Storm and Smith: Reading Activities in the Primary Grades; 1930: Ginn & Co., Boston.

Tomkinson: The Teaching of English; 1921; Oxford-at-Clarendon Press.

Witty and Kopel: Reading and the Educative Process; 1936; Ginn & Co., Boston.

COMPOSITION, GRAMMAR, AND SPELLING

I. Primary School Stage

(1) *Oral composition.* Informal conversations and talks to encourage natural expression; formal lessons—personal experiences, local objects, local events, reproduction stories, dramatization of stories and events, picture

studies; language games to extend vocabulary, establish habits of correct usage, develop sentence sense, afford training in the courtesies and foster language readiness; importance of teacher's example.

(2) *Written composition.* Dangers of premature introduction—faulty spelling, faulty structure, negative attitude; transcription of specific words, of simple sentences; filling in blanks; completing sentences; answering questions; blackboard development and transcription by pupil; oral development and writing by pupil, sentence by sentence in one-sentence paragraphs; combining several one-sentence paragraphs into a simple paragraph.

(3) *Spelling.* A habit-forming subject demanding clear presentation, practice without error, final automatic establishment: prevention *versus* correction; no guessing, no faulty spelling; attention required to all written exercises; informal spelling as transcription (see subsection [2]); formal spelling.

II. Middle and Senior School

(1) *Oral Composition.* Development of paragraph sense by picture study, story reproduction and accounts of personal and local events; extemporaneous and prepared speeches, radio talks on current events, telephone conversations, business dialogues; participation in Junior Red Cross and other societies; debates; methods of extending vocabulary; correcting faulty speech and faulty usages.

(2) *Written composition.* Continued development of the one-paragraph composition; free writing, precautions used to avoid faulty spelling; method of developing the three-paragraph composition from "before, now, and after" studies of pictures, local events and from the three-incident type of reproduction story; free, three-paragraph composition; topic outlines; essays; planning, re-planning, and polishing compositions; methods of teaching social and business correspondence and forms; series of studies in punctuation; production of verse; valuing compositions; conducting criticisms.

(3) *Grammar* begins as a nature study of language and progresses to a scientific study of language but always should be purposeful and applied; subject and predicate taught synthetically by matching and by completing half sentences, as well as analytically; similar treatment of sentence completions, name words, doing words, descriptive words, phrases and clauses, taking-the-place words, joining words, etc.; application of grammar to a rational understanding and use of language; the gradual change to technical terminology; incidental correlation with reading and other studies; the formal study of grammar in Grades VIII and IX.

(4) *Spelling.* A study of methods as outlined in The Canadian Speller, Books I and II and the Manual; the use of other methods.

Books of Reference:

Bair *et al:* Step by Step in English, Grades III to VIII; 1940; Macmillan.

Blaisdell: Ways to Teach English; 1930; Doubleday Doran (McClelland and Stewart).

Brown and Butterfield: The Teaching of Language in the Primary Grades; 1941; Macmillan.

Davis, Scott, Rivers, Edwards: Using our Language, Grade VII, Grade VIII; 1941, 1942; Dent.

Departmental Publications: *The Canadian Speller, Books I and II; Programme of Studies, Grades I–X.*

Dickie: Modern Practice in the Teaching of Composition; 1926; Gage.

Drury: Verse Composition for Children; 1926; Harrap, London.

Griffin: Vitalized English (Grade VI); (Grades VII and VIII); 1936; Moyers School Supplies.

Hatfield, Lewis, Thomas, Woody: Junior English Activities, Books I and II; 1938; English Activities, Grades III, IV; 1940; American Book Co., N.Y.

Martin: English Practice; 1940; Copp Clark.

McKee: Language in the Elementary School; 1939; Houghton Mifflin (Renouf).

National Council of Teachers of English: Experience Curriculum in English; 1935; Appleton-Century Co., N.Y.

Quance: Teachers' Manual, The Canadian Speller; 1936; Gage.

Steel and Mustard: The King's English Series; 1936; Copp Clark.

Trommer and Regan: Directing Language Power in the Elementary School Child; 1933; Macmillan.

LIBRARY METHODS

(1) Use of card catalogues; reference books and periodicals; information and picture files. (2) Study of children's books; principles of selection of books. (3) Organization and administration of a rural school library; relation of the school library to the community; the library and the school course of study; care of books; demonstrations of library lessons with children.

Books of Reference:

Cram: A Dictionary Handbook: 1936; Follett Publishing Co., Chicago.

Douglas: Teacher-Librarian Handbook; 1941; American Library Association, Chicago.

Fargo: The Library in the School; 1930; American Library Association, Chicago.

Gardiner and Baisden: Administering Library Service in the Elementary School; 1941; American Library Association, Chicago.

Ingles and McCague: Teaching the Use of Books and Libraries; 1944; H. W. Wilson, N.Y.

Kunitz and Haycraft: The Junior Book of Authors; 1934; Wilson, N.Y.

Public Library Commission, Victoria, B.C.: Manual for Small School Libraries; 1940; King's Printer, Victoria, B.C.

Rice: Lessons on the Use of Books; 1930; Rand McNally, Chicago.

Smith: Books for Boys and Girls; 1940; Toronto Public Library.

Vancouver School Board Handbook for School Librarians: 1943; Vancouver School Board.

Westervelt: Basic Book Collection for Elementary Grades; 1943; American Library Association, Chicago.

Wilson: School Library Management; 1939; H. W. Wilson, N.Y.

MATHEMATICS

I. *Primary School.* (1) Incipient mathematical thinking in perceptual comparisons; tall, taller than, tallest, etc.; incidental introductions. (2) Counting as an accompaniment to rhythmic action; need of permanent linkage; counting forward and backward by ones and twos. (3) Concepts; number pictures, constant form, variable content; number symbols. (4) Adding as abbreviated counting; adding groups of "ones"; adding symbols; derivation of combinations from counting series; derivation of extensions from the counting series; adding practice. (5) Subtraction as an add-to and a take-from process (6) Simple problems; perceptual, simple recall and imaginative types.

II. *Middle and Senior School.* (1) Counting forward and backward by tens and fives; twos, fours, eights; threes, sixes, nines; sevens. (2) Continued addition and subtraction combinations; addition and subtraction practice. (3) Multiplication as abbreviated addition; derivation from the counting series 5, 10, 2, 4, 8, 3, 6, 9, 7. (4) Division as abbreviated subtraction and as reverse multiplication (partition); use of multiplication and division terminology; difficulties presented by algebraic symbols and philosophic explanations and terminologies. (5) Fractions as parts of units and parts of aggregates; decimals as number series; the four common rules applied to fractions and decimals. (6) Problems as per "Programme of Studies"; measures and measurements taught in order of familiarity rather than as tables; mensuration and formulae; graphs; commercial arithmetic. (7) Use of authorized texts. (8) Algebra; brief review of the course of study for Grades IX and X with concurrent discussions of methods of presentation; arithmetic introduction to successive algebraic ideas; use of geometric illustrations; teaching methods in a rural school, Fifth Class. (9) Geometry; brief review of the course of study for Grades IX and X with concurrent discussion of methods of presentation; practical introduction through observation and construction; use of instruments; use of folding and superposition; empiric discovery of geometrical relations; practical application in problem solving; need of theoretical geometry because of limitations of empiric methods; analytic-synthetic method of dealing with propositions and deductions; grouping and relating of propositions.

III. *General methodology.* (1) The science which helps us to think more exactly; its field the whole life of the pupil. (2) Characteristic mathematical abilities at successive mental levels. (3) Variation between literary and mathematical abilities; procedure from perceptual to imaginative presentation of problems; interpretation of written problems; representation of mathematical thinking in written or oral "solutions." (4) The need of preliminary estimation and final checking.

Books of Reference:

Amoss: Rhythmic Arithmetic in the Primary School; 1942; Rhythmic Arithmetic in the Middle School; 1945; Ryerson Press.

Ballard: Teaching the Essentials of Arithmetic; 1928; University of London Press, London, (Clarke, Irwin).

Boyer: An Introduction to Mathematics for Teachers; 1945; Henry Holt, N.Y., (Oxford University Press, Toronto).

Brueckner: Diagnostic and Remedial Teaching in Arithmetic; 1930; J. C. Winston.

Clark-Otis-Hatton: Primary Arithmetic Through Experience; 1939, World Book Co., N.Y., (Gage).

Departmental Publications: *Programme of Studies, Grades I-X; Grade Arithmetics; Ontario Public School Manual on Arithmetic.*

Godfrey and Siddons: The Teaching of Elementary Mathematics; 1931; Macmillan.

Jackson-Dean-Crawford: General Mathematics, Book I; 1938; Macmillan.

Lougheed-Workman: General Mathematics, Book II; 1939; Macmillan.

Mills: The Teaching of Modern Arithmetic; 1931; Dent.

Mills: Teaching Arithmetic for Teachers in Training, Volume I; 1945; Mills Publications, Saskatoon, Sask.

Morton: Teaching Arithmetic in the Elementary School, Books I, II and III; 1937, 1938, 1939; Gage.

National Council of Teachers of Mathematics: Tenth Yearbook—Teaching of Arithmetic; 1935. Sixteenth Yearbook—Arithmetic in General Education; 1941; Bureau of Publications, Teachers' College, Columbia University, N.Y.

Roantree and Taylor: An Arithmetic for Teachers; 1932; Macmillan.

SOCIAL STUDIES

I. *Primary School stage.* (1) Biographies: selected for their implied moral and social lessons; historic facts a fringe about some striking incident: methods of telling; methods of expressing—dramatization, mural drawings, modelling, etc. (2) Occupational activities: selected from within the child's range of interest with a view to initiating an appreciation of the principles of social living, co-operation, work, exchange, etc.; methods of development, personal experiences, pictures, dramatization, excursions, assigned observation, etc. (3) Social services: post office, hospital, jail, etc. (4) The neighbourhood: development from personal experiences, assigned observations, excursions, pictures, etc.; the "growing" floor map, sand-table map or plasticine map; the corresponding "growing" blackboard map.

II. *Middle and Senior School.* (1) A review of the Social Studies course in Grades III to VIII and of the History and Geography courses in Grades IX and X, from the viewpoint of pedagogy, with concurrent discussion and illustration of methods of presentation. (2) Teaching aims: the development of out-turned interests, right social attitudes, appreciation of the labour of others, neighbourliness, a loyal Canadian spirit, etc.; initial conceptions of the scientific principles of social living; organization of common information. It is noted that while absorbing outside interests are being planted and fostered in the Middle School courses, a broad band of Canadian interests should be maintained by means of the study of current events, and by relating foreign to native affairs. (3) Methods of presentation: the story, development by questioning, discussion, library assignment, class excursion, investigation assignment, project, and enterprise forms; their variation and modification through successive grades; value and limitations, the combined method. (4) Presentation materials: pictures, maps, globes, charts, graphs, posters, sketches, slides, movies, specimens; uses, values, and limitations. (5) Expressive materials: murals, sand-table, plasticine, salt and flour, ground asbestos fibre, costumes, etc.; uses,

values, and limitations. (6) Maps: learning to read and write what is a new language; drawing a traced map of objects on a sheet to represent shapes, sizes, locations, names; map directions, horizontal, upright, approximate scales; maps of the desk, room, yard, vicinity, and special maps; the growing blackboard map; drawing to scale; map language. (7) Methods of presenting the History and Geography courses in Grades IX and X to a Fifth Class in a rural school.

Books of Reference:

Amoss: Canadian Neighbours: 1931; Canadian Neighbourhood; 1933; Ryerson.

Brown: Canadian Democracy in Action; 1945; Ontario Department of Education, Toronto.

Cornish: Geography of Commerce for Canadians; 1933; Pitman.

Cornish and Dewdney: Social Studies for Canadians; 1938; Copp Clarke.

Departmental Publications: *Programme of Studies, Grades I–X.*

Goldring: We are Canadian Citizens; 1937; Dent.

Horn: Methods of Instruction in the Social Studies; 1937; Scribner's (S. J. Reginald Saunders, Toronto).

Hubbs: Seasonal Activities for Primary Grades; 1941; Ryerson.

Institute of Local Government, Queen's University: The Municipal Council and Councillor; 1945; Queen's University, Kingston.

Jeffery: Picture Gallery of Canadian History; Vol. 1, 2 and 3; 1942, 1945; Ryerson.

Rivers *et al:* Guide Book Series in Social Studies, Grades III to VI; 1938; Ryerson.

Rivers, Goldring, Paterson: The Canadian Story; The Empire Story; 1939; Ryerson.

Storm: The Social Studies in the Primary Grades; 1931; Lyons and Carnahan, Chicago, (Ryerson).

Wallace: A Study in Government; A Reader in Canadian Civics; 1935; Macmillan.

Webb, Campbell, Nida: The Old World Past and Present; The New World Past and Present; 1937; Scott, Foresman (Gage).

Wilson, Wilson and Erb: Our Ways of Living Series; 1937; American Book Co. (Gage).

RELIGIOUS EDUCATION

I. *Religious Exercises.* (1) Conducting prayers, hymns, and the National Anthem. (2) Importance of reverent attitudes. (3) Oral reading of the Scriptures. (4) Pupil participation. (5) Choral speaking. (6) Speaking of memorized verses.

II. *Teaching the Programme of Studies.* (1) How to use the Teachers' Guides. (2) Methods in story telling, dramatization, memorization, manual activities, and silent reading; use of the enterprise. (3) Rural school organization for religious education. (4) Importance of seatwork. (5) Treatment of typical lesson units in the primary, middle and upper grades. (6)

Managing the seatwork-recitation-seatwork cycle. (7) Correlation with other subjects. (8) Review and evaluation.

III. *Department Regulations.* A study of Regulation 13 of General Regulations, Public and Separate Schools.

SCIENCE AND AGRICULTURE

General methodology. (1) Teaching aims, to develop out-turned interests, right attitudes toward living things, ability to observe accurately and think factually, fund of common knowledge. (2) Subject matter, not a sequence of exhaustively treated topics but a series of increasingly complex aspects of topics. (3) Equation of factual (scientific) thinking with successive mental ages: Primary School, casual observation with brief explanation in terms of child experience ("the seed is the plant baby"); Middle School, controlled observation and examination with the establishment of causal relations among facts ("when the seed is watered it sprouts", "seeds require heat, moisture and air to sprout and grow"); Senior School, observation and experimentation leading to the establishment of concepts and principles ("the seed is made up of covering, germ, and the germ foods starch and albumen", "the seed is the fertilized egg cell and carries the characteristics of both parents"). (4) The place of supplementary reading.

A. Nature Study and Science

I. *Primary School.* (1) A review from the standpoint of pedagogy of the course in Natural Science for Grades I and II. (2) The class excursion—visiting the lawn, school garden, park, shade trees, snow drifts, etc.; methods of conducting; the teacher's purpose. (3) Daily observation in the classroom of window boxes, insect cages, aquaria, vivaria; construction and care of same (4) Methods of studying common natural phenomena, snow, frost, ice, rain, moon, sun, buds, leaves, flowers, seeds, cocoons, etc. (5) Methods of keeping weather, plant, tree, and bird calendars. (6) Teaching the care and conservation of plants, wild flowers, birds, etc. (7) Correlation with reading, composition, art, craft, etc. (8) Project studies.

II. *Middle and Senior School.* (1) A review from the standpoint of pedagogy of the course in Natural Science for Grades III to VIII. (2) Specimen study; questioning to recall previous experience, to direct observation, to solve problems. (3) Assigned observations; giving directions; recording observations; deriving conclusions. (4) The use of aquaria, vivaria, insect cages, etc. (5) Simple experimentation. (6) Library used as a stimulant to research and to supplement observation and experimentation. (7) Projects; making collections; feeding birds; making school gardens; keeping records. (8) Correlation with art, crafts, composition, etc. (9) A brief review of the course of study in General Science for Grades IX and X, with concurrent discussion of methods of presentation particularly in rural schools possessing little or no laboratory equipment.

B. Agriculture and Horticulture

I. *Soil and Soil Problem.* (1) Composition of a loamy soil; types of soil and how formed. (2) Water-holding capacity of different soils. (3) The role

of capillary water and of air in the soil; importance of drainage. (4) The role of bacteria in soils; legume and nitrifying bacteria. (5) Depletion of plant food in the soil; use of crop rotations, manure, and fertilizers. (6) Sour or acid soil, cause, detection, and correction. (7) Reference to the school garden soil in connection with the above topics.

II. *Plant Studies.* (1) Propagation and improvement of plants by natural and artificial means. (2) Germination tests and advantages of good seed. (3) Recognition of the seed of wheat, oats, barley, and rye. (4) Recognition of common weeds; importance of destroying weeds before they go to seed—Weed Control Act.

III. *Plant diseases.* Identification; life history and control of apple scab, potato scab, black knot, corn smut.

IV. *Live Stock.* (1) Recognition from colour and other characteristics of the common breeds of cattle, hogs, and draught horses. (2) Value of live stock in farming. (3) Importance to people in relation to food, and to industries in providing raw materials.

V. *Milk.* (1) Composition and food value. (2) Demonstration of the Babcock test; its importance. (3) Pasteurization. (4) Care of milk from cow to consumer.

VI. *Poultry.* (1) Recognition of six common breeds of chickens. (2) Egg grading and its purpose. (3) Incubation and rearing of chicks. (4) Use of commercial chick feeds. (5) Value of poultry on the farm.

VII. *Gardening.* (1) Educational value of school gardening. (2) Plans for home and school gardens, including preparation of the soil, and selection of varieties of vegetables, flowers, and field crops. (3) Construction and operation of the hot-bed and cold frame. (4) Planting and care of bulbs for indoor and outdoor bloom. (5) Planting and care of fruit trees, bush fruits, strawberries, and rhubarb in the garden.

VIII. *Improvement of School Grounds.* (1) Preparation and planting of beds of annuals and perennial flowering plants. (2) Planting and care of ornamental shrubs. (3) Making and care of the lawn. (4) Destruction of weeds.

IX. *The School Fair.* Organization and place in the school programme.

Books of Reference:

Andrews: Agriculture for High Schools; 1937; Gage.

Bowers: General Science (Books I and II); 1938; Dent.

Bruce: Junior Science (Books I and II); 1938; Pitman.

Comstock: Handbook of Nature Study; 1939; Comstock Publishing Co., Ithaca, N.Y.

Craig, *et al:* New Pathways in Science; 1940; Ginn.

Croxton: Science in the Elementary School; 1937; McGraw-Hill (McLeod)

Departmental Publications: *Programme of Studies, Grades I–X; Bulletins of the Ontario and Dominion Departments of Agriculture; Suggestions for Teaching Agriculture in Elementary Schools.*

Heiss, Obourn, Hoffman: Modern Methods and Materials for Science Teaching; 1944; Macmillan.

MacEwan and Ewen: General Agriculture; 1939; Nelson.

Parker *et al:* Basic Science Education Series; Soil; Seeds; The Sky Above Us; etc: 1944; Copp Clark.

Partridge: Everyday Science Book 1; 1940. Book 2; 1943; Dent. Natural Science Through the Seasons; 1944; Macmillan.

Phillips, Cockfair and Graham: Agriculture and Farm Life; 1940; Macmillan.

Pieper and Beauchamp: Everyday Problems in Science; 1936; Gage.

Trafton: Nature Study and Science; 1927; Macmillan.

Underhill: The Origin and Development of Elementary School Science; 1941; Gage.

ART, WRITING, AND MUSIC

A. Art

I. *General methodology.* (1) The purposes of teaching art. (2) Mediums and modes of expression suited to the different stages in the child's development. (3) Selection and arrangement of subject matter from the standpoint of the child's interest and capacity. (4) Creativeness. (5) Acquisition of skills. (6) Situations in art involving problems. (7) Elevating taste. (8) Relating the individual to his social group through art activities. (9) Experiences of the child at home, at play, and at school as the basis for art expression. (10) Appraisal of the child's work in art in relation to objectives. (11) Tools, materials and physical conditions in the classroom suitable for children at various levels of development. (12) Correlation of art with other school activities.

II. *Art activities.*

1. Picture making based upon student experiences and in the following media: soft chalk, tempera paint, charcoal, coloured papers and textured material, finger paint. In this part of the programme, techniques and teaching procedures in relation to the following topics will be studied:
   (*a*) Life drawing
   (*b*) Still life
   (*c*) Landscape
   (*d*) Perspective
   (*e*) Decoration of halls and classrooms with children's art work and professional art.

2. Group activities.
   (*a*) Puppetry and marionette work
   (*b*) Mural making
   (*c*) Three-dimensional work, for example, planning a model community
   (*d*) Stage designing
   (*e*) Art in relation to the enterprise. Media to include those used in picture making. Techniques and methodology in relation to clay modelling, wood carving and paper mache work.

3. Poster making with tempera paint, india ink, coloured paper and scrap materials used as montage.

4. Lettering.

5. Pattern making (*a*) textiles, (*b*) book covers. Emphasis upon (*a*) stencil designing, (*b*) linoleum block printing, (*c*) silk screen printing, (*d*) vegetables and stick printing, (*e*) painting in tempera, (*f*) finger painting.

6. Study of design:
   (*a*) Suitability of design to function
   (*b*) Suitability of material to function
   (*c*) Suitability of decoration used
   (*d*) Study of the following elements:
      (i) mass and space (including volume)
      (ii) line
      (iii) light and shade
      (iv) colour
      (v) texture
   (*e*) The creation of unity and variety through a manipulation of the above elements.

7. Art appreciation.

   (1) Emotional and intellectual content. (2) Study of suitable paintings by professionals and of good examples of children's and students' work. (3) Relation of art appreciation to design. (4) Study of pictures in various media, furniture, textiles, interior and exterior decoration, advertising.

Books of Reference:

Ackley: Marionettes; 1929; Longmans, Green.

Cheney: A World History of Art; 1943; Macmillan.

Departmental Publications: *Programme of Studies, Grades I–X; Art Bulletins.*

Dryad Press: Handicraft Leaflets; Macmillan.

Gibbs: The Teaching of Art in Schools; 1936; Williams and Norgate, London.

Hillyer and Huey: A Child's History of Art; 1939; Appleton-Century, N.Y.

Horne: The Art Class in Action; 1945; Longmans, Green.

Littlejohns: Art in Schools; 1928; University of London Press.

Minister of Education: Art Education (Pamphlet No. 6); 1946; H. M. Stationery Office, York House, Kingsway, London, England.

Newkirk: Integrated Handwork for Elementary Schools; 1940; Gage.

Pearson: The New Art Education; 1941; Harper and Brother, N.Y.

Perry: Art Adventures with Discarded Materials; 1933; Clarke, Irwin.

Russell: The Child and His Pencil; 1938; Nelson.

Tomlinson: Picture Making by Children; 1934; Clarke, Irwin.

B. Writing

I. (1) Advantages of print-script writing in the Primary School. (2) Relation to early muscular co-ordination, legibility, the teaching of reading.

II. Steps in teaching print-script writing.

III. Change over to cursive writing; age; time required; methods of making change.

IV. Writing in Middle and Senior School; form; slant; alignment; spacing; movement.

V. (1) Writing practice; posture; pen-holding; position of paper for right and for left-handed pupils. (2) Organization of exercises; counting for rhythm; teaching letter forms; grouping of forms. (3) Uniformity and individuality; use of standard charts in judging writing.

VI. Necessity of constant attention to writing in all other subjects; prevention of scribbling; methods of checking.

Books of Reference:

Conard and Stothers: How to Teach Print Writing (Primary Grades); 1941; Educational Book Co., Toronto.

MacLean: The MacLean Method of Writing; Teachers' Manual; Gage.

Raw: Modern Script for Schools; 1923; George Harrap, London.

C. Music

I. *General methodology.* In supervised schools, teachers should be prepared to follow the method determined by the music supervisor; in unsupervised schools, the music activities should be confined to song singing, rhythmic response and appreciative listening.

II. *Practice.* Rote songs; the study of many songs for each grade.

III. *Voice culture.* Practice in correct tone production, vowel formation, enunciation of consonants, breath control, correct intonation, with a view to presenting a suitable pattern for children.

IV. *Sight singing.* (1) Ear training, eye training, rhythmic training. (2) Notation sufficient to enable teachers to read at sight, with syllables and with words, simple music in staff notation, including naming key signatures (major and minor) up to four sharps and flats, placing the key note or "Doh." (3) Adding syllables to a given melody, adding pitch names (letters) to a given melody, recognizing familiar melodies from staff notation, understanding the commonly used marks of expression.

V. *Appreciation through listening.* The study of records suitable for rhythmic response and quiet listening.

VI. *Methods.* (1) The child voice; preservation and development; non-singers, causes and treatment. (2) The adolescent voice. (3) Rote songs, in unison and parts; when and how to introduce part singing. (4) Use of the pitchpipe in teaching songs; use of the phonograph in teaching songs. (5) Appreciation through listening. (6) The rhythm band. (7) Correlation of music with other subjects.

NOTE—Since teachers cannot be expected to develop in children an appreciation of the cultural and emotional values of music which they themselves have not experienced, it is desirable that where possible a choral society and an orchestra should be organized. Teachers-in-training should be encouraged to attend the better type of concerts and to listen to worthwhile radio programmes.

VII. *Practical test.* Teachers-in-training should be prepared, before the close of the school year, to demonstrate their ability to perform the following:

(1) Sing (*a*) a major scale.
(*b*) a minor harmonic scale.
(*c*) one rote song (own choice) suitable for any grade.
(*d*) a short exercise or song in staff notation at sight.

(2) Reproduce, on a monotone, a short rhythmic exercise.

(3) Conduct any simple metre.

Books of Reference:

Teacher's Manuals

Departmental Publications: *Programme of Studies, Grades I–X; Music in Rural Schools; Suggestions for Teachers, Music in Grade IX; Introductory Course in Music Appreciation.*

Fenwick: Manual for Teachers; High Road Music Series; 1944; Gage.

Staton: Sweet Singing in the Choir; 1942; Clarke, Irwin.

Song Books

Dann: First Year Music; 1914; American Book Co.

Dann, Foresman, Fenwick: High Road of Songs for Elementary Grades; 1945; High Road of Songs, Books 1, 2; 1945; Gage.

Fenwick: High Road to Sight Singing, Books 1, 2; 1943; Gage.

Hill: The Singing Period, Rural Book: School Music; 1932; Waterloo Music Co.

Perkins: The Silver Book of Songs; 1938; Gordon V. Thompson.

Rhythm

Charman, Rumble: The Rhythm Hour; 1939; Ryerson.

Waterloo Rhythm Band Method: 1937; Waterloo Music Co.

Appreciation

Clarkson: Let's Listen to Music; 1944; Gordon V. Thompson.

Hendry: The Listening Hour; Masters of Music (Biography); 1937; Ryerson.

Jones: Joyous Stories from Music's Wonderland, Series I, II, III; 1938; Macmillan.

Jones: Music Appreciation in Schools; 1945; Macmillan.

Portraits of Great Composers; 1936; Gordon V. Thompson.

Rennie and Smith: Teachers' Handbook for Music Appreciation; Students' Notebook for Music Appreciation; 1937; Clarke, Irwin.

HEALTH AND PHYSICAL TRAINING

A. Health

I. *Purpose.* The preparation of the teacher to train the pupils to understand sufficiently the functions of the body that precautions may be taken to maintain physical health; to form good health habits; to know what to do in emergencies.

II. *Personal hygiene.* (1) Elementary physiology of the bodily framework, the digestive system, the circulatory system, the respiratory system, the nervous system, the muscular system, the skin, the eye, the ear, the hair, the teeth, the nails. (2) Precautions in the care of each of these parts of the body. (3) Effects of alcohol and tobacco on organs and functions. (4) Tests for defective sight, hearing, breathing. (5) The teacher's duties with reference to these defects. (6) Development of health attitudes and health habits.

III. *School hygiene.* School accommodation and surroundings in relation to health; duties of the teacher, pupils, trustees as determined by the provisions of The Ontario Public Health Act and Regulations.

IV. *Accidents and Emergencies.* First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frostbite, sunstroke, burns, bandaging.

V. *Safety instruction.* Prevention of accidents in the home, on the highways, in the school, on the playground.

Books of Reference:

Andress and Breeze: Health Essentials for Canadian Schools; 1939; Ginn.

Andress, Goldberger, Dolch and Hallcock: Safe and Healthy Living; 1939; Ginn.

Charters, Smiley, Strang: New Health and Growth Series; 1941; Macmillan.

Crisp: Health for You; 1944; Longmans, Green.

Departmental Publications: *Programme of Studies, Grades I–X.*

Phair, Power, Roberts: Health, A Handbook of Suggestions for Teachers in Elementary Schools; 1938; Ryerson.

Phair and Speirs: Be Healthy; 1947; Ginn.

St. John's Ambulance: First Aid to the Injured; Home Nursing; 1943; Department of National Defence.

Towse, Gray: Health Stories, Grade I, II, III; 1933; Gage.

Turner: Principles of Health Teaching; 1939; Copp Clark.

B. Physical Training

I. *Purpose.* The preparation of the teacher to train the pupils to form habits of correct posture, muscular control, suppleness, and gracefulness of movement; to enjoy physical exercises, singing games, folk dances; to play competitive games with skill and good sportsmanship.

II. (1) Aims of physical education; its hygiene. (2) Value of formal gymnastics, singing games, folk dances, competitive games. (3) Dress suitable for exercises; calisthenics; drill.

Ministry of Education, Ontario
Historical Collection

III. (1) How to obtain and maintain good posture. (2) Common defects in posture and means of correction. (3) Order movements. (4) As many as practicable rhythmical exercises and group activities outlined in the Syllabus of Physical Training for Schools, 1933; methods of teaching; correction of faults; grouping of exercises. (5) Suitable rhythmic exercises. (6) Singing games, rhythmic steps, folk dances. (7) Indoor and outdoor games, basketball, softball, volleyball, soccer football. (8) Athletic training; correct form in running, broad jump, high jump; classification for athletic events; arrangement of field days. (9) Recreational leadership; games and activities for mixed adult community groups.

Books of Reference:

Bancroft: Games; 1916; Macmillan.

Bartlett: Games, Dances and Activities; 1938; Clarke, Irwin.

Bartlett, Ackerman and Moore: Rhythms and Dances—Records and Manual; 1945; Clarke, Irwin.

Board of Education, London, England: Syllabus of Physical Training for Schools; 1933; Copp Clark.

Brandreth: The Canadian Book of Games; 1931; Ryerson.

Burchenal: Dances of the People; Dances and Singing Games; 1913; Whaley Royce.

Kirk: Rhythms and Dances for Children; 1936; Longmans, Green.

LaSalle: Rhythms and Folk Dances; Play Activities; 1926; Copp Clark.

Lewis: Games and Parties the Year Round; 1940; Ryerson.

Mason and Mitchell: Active Games and Contests; 1935; Social Games for Recreation; 1939; Copp Clark.

Neilson and Van Hagen: Physical Education for Elementary Schools; 1931; Copp Clark.

Salt, Fox, Douthett, Stevens: Teaching Physical Education in the Elementary School; 1942; Copp Clark.

Staley: Games, Contests and Relays; 1938; Copp Clark.

CRAFTS AND HOME ECONOMICS

General methodology. (1) Examination of the Programme of Studies, Grades I–VIII, to select suitable topics involving the use of craft work in relation to the teaching of the various elementary school subjects; concurrent discussions of methods of presentation. (2) Characteristic craft abilities at successive mental levels. (3) Outlining a year's programme of work for the several grades in both ungraded and graded schools. (4) Equipment, tools and supplies.

A. Crafts

I. *Paper Work.* (1) Folds and applications, balanced window, checkerboard, for 4's, for 5's, for 3's, for 6's; folding and cutting. (2) Free cutting. (3) Pictorial work. (4) Graphic illustration. (5) Letter work. (6) Cardboard (light and heavy) as used in correlation with other subjects.

II. *Bookbinding.* (1) Portfolios. (2) Book covers. (3) Book repairs.

III. *Weaving.* (1) Paper. (2) Raffia. (3) Reed. (4) Yarn; cardboard loom; simple wooden loom; spool knitter; rake knitter.

IV. *Modelling.* (1) Plasticine. (2) Clay. (3) Asbestos powder. (4) Salt and flour.

V. *Printing.* (1) Stick printing. (2) Potato block cutting. (3) Lino block cutting.

VI. *Blue Prints and Sketches.* Reading blue prints and making sketches for projects involving the use of orthographic and isometric projection.

VII. *Woodwork.* Models involving the use of the following tool operations, (1) coping saw work, (2) thin woodwork, (3) truing stock, (4) boring, (5) bevelling, (6) chamfering, (7) vertical and horizontal chiselling.

Books of Reference:

Ontario Teachers' Manual: *Manual Training.*

Benton: Pictorial Paper Cutting; 1936; Pitman.

Campbell: Paper Toy Making; 1937; Pitman.

Cherry: General Plastics; 1941; Grosset & Dunlap, New York.

Cox and Weisman: Creative Hands; 1945; John Wiley & Sons, New York.

Crowell: Craftsman's Library, Creative Handicrafts Series 1–54; 1944; Macmillan.

Departmental Publications: *Programme of Studies, Grades I–X.*

Dobbs: First Steps in Art and Handwork; 1932; Macmillan.

Gill: Practical Basketry; Grosset & Dunlap, New York.

Grimwood & Goodyear: An Introduction to Decorative Woodwork; 1936; Manual Arts Press, Peoria, Ill.

Johnson: A Course of Bookbinding and Bookcrafts for Schools, Book II; 1932; Blackie & Son, Ltd.

Johnson and Newkirk: Woodcraft; 1942; Webb, St. Paul, Minn.

Newkirk: Fundamentals of Shop Work; 1943; Macmillan.

Newkirk: Integrated Handwork for Elementary Schools; 1940; Gage.

Parisi: Craftsman's Instruction Handbook; 1945; Educational Materials Inc., 46 East 11th St., N.Y. 3.

Roseaman: Leather Work; 1939; Manual Arts Press.

Stricker: Projects Through Crafts, Books I, II and III; 1945; Ryerson Press.

Various Authors: Fellow Crafter Manuals; Lewis Craft Supplies, Toronto.

Wilhelm: With Scissors and Paste; 1935; Macmillan.

B. Home Economics

I. *Nutrition and food.* (1) Canada's Food Rules. (2) Factors affecting individual food requirements. (3) Classification, uses, and sources of food. (4) The purpose in the diet of water, milk, fruits, vegetables, cereals, eggs, cheese, meat. (5) The school lunch box: planning, preparing, packing, care.

(6) Preparing and serving suitable dishes for the noon meal at school: cocoa, fruits, vegetables, cream soups, escalloped dishes. (7) Preparing and serving a tea or evening lunch for a community function.

II. *Home management.* (1) Application of principles involved in the care and use of equipment suitable for preparing and serving a rural school lunch; stoves, cupboards, utensils, glass, silver, china, linen, cleaning equipment. (2) Storage of food at school. (3) Disposal of waste at school. (4) Recognition of a pupil's responsibility toward cleanliness in the home, in the school, on the street, and in public places.

III. *Textiles, clothing, and grooming.* (1) Characteristics of common fabrics used for clothing and household purposes. (2) The appreciation and understanding of fundamental processes involved in the construction of fabrics—spinning, weaving. (3) Selection of suitable clothing for occasion and weather. (4) Care of clothing, daily, weekly, and seasonal. (5) Good grooming practices.

IV. *Handicrafts.* (1) Sewing equipment; its selection and care. (2) Application of simple processes such as seams, hems, and decorative stitches to articles selected by the teacher. (3) Mending and sewing on fastenings. (4) Weaving. (5) Knitting. (6) Crocheting.

Books of Reference:

Allen and Briggs: Behave Yourself; 1937; Lippincott.

Allen and Briggs: If You Please; 1942; Longmans, Green.

Archibald: Nutrition Education in Elementary Schools; 1946; Department of Public Health, Nova Scotia.

Bailey: Meal Planning and Table Service; 1936; Copp Clark.

Balderston: Housekeeping Work Book; 1935; Lippincott.

Baxter, Justin, Rust: Our Clothing;
Our Food;
Our Home and Family; 1943; Longmans, Green.

Bonser and Mossman: Industrial Arts in Elementary Schools; 1935; Macmillan.

Boykin: This Way Please; 1940; Macmillan.

Burnham, Jones, Redford: The Boy and His Daily Living; 1935; Lippincott.

Clarke and Quigley: Etiquette Junior; 1938; Doubleday Doran.

Dean and Middleton: Junior Home Economics; 1937; Ryerson Press.

Department of Education, Victoria, British Columbia: Foods, Nutrition and Home Management Manual, Circular No. 1.

Edleman: The Making of Soft Toys: 1943; Dryad Press, Leicester, England.

Harris and Huston: The New Home Economics Omnibus; 1941; Little Brown and Co.

Hess: Textile Fabrics and Their Use; 1936; Lippincott.

Hincks: Modern Soft Toys and How to Make Them; Evans Bros., Montague House, Russell Sq., London W.C.1.

Home Economics Series:

Craig: Consumer Buying; Copp Clark.
Evans: The Story of Textiles; Copp Clark.
Hawes: Good Grooming; Copp Clark.
Price: Living with the Family; Copp Clark.
Stone: The Meaning of Nutrition; Copp Clark.

Hood and Polson: A Simplified Knitting Guide for Home and School; Dent.

Karasz: See and Sew; 1943; Longmans, Green.

Johnson and Newkirk: Needlecraft; 1942; Webb Publishing Co.

Laitem and Miller: Experiences in Homemaking; 1941; Ginn.

Machrie and Roseman; Felt Toys; 1941; Dryad Press, Leicester, England.

Minter: Modern Needlecraft; 1935; Blackie and Son.

Pattinson: Canadian Cook Book; 1939; Ryerson Press.

Rose: Teaching Nutrition to Boys and Girls; 1937; Macmillan.

Silver: Junior Foods and Nutrition; 1945; Ryerson Press.

Simpson and Weir: The Weaver's Craft; Macmillan.

Van Duzer: The Girl's Daily Life; 1944; Lippincott.

Bulletins:

Better Buymanship Bulletins; 80 Richmond Street, Toronto.

Canadian Welfare Council Bulletins, Parliament Buildings, Ottawa.

Nutrition Division, Department of National Health and Welfare, Parliament Buildings, Ottawa.

Department of Agriculture, Parliament Buildings, Ottawa.

Department of Agriculture, Parliament Buildings, Toronto.

Health League of Canada, 111 Avenue Road, Toronto.

Beehive Steps to Knitting; Paton and Baldwin Ltd., Toronto.

Life Insurance Bulletins.